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AUTHOR Brown, Jack E.
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ABSTRACT

The primary purpose of this practicum was to investigate, identify, record, recommend, and test resolutions to the problem of educational/community resistance to alternative education in general and, more specifically, to identify and resolve as many of the educational/community resistance phenomena and facts as surround Nova High School. Problem assessment and resolution development are documented, and action, survey, research, and implementation are fully described. A summation of all findings is also presented. It was concluded that few school personnel or community persons surveyed and observed demonstrated overt negative attitudes toward Nova High School as an alternative educational form; however, their attitudes could definitely be classified as less positive and more positive. There does appear to be a relationship between the attitudes held by non-alternative (traditional) school personnel and community persons toward alternative educational forms and the number of the students involved in the alternative educational systems studied.

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THE PROBLEM OF EDUCATIONAL COMMUNITY RESISTANCE TO ALTERNATIVE EDUCATION

by Jack E. Brown

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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*Submitted in Partial Fulfillment
of the Requirements
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PRACTICUM OBSERVERS

*Arthur Bosna, M.A.
Patricia McCardle, M.A.
Mary McLean, Ed.D.*

Los Angeles Cluster
Dr. Jack J. Jones
Coordinator

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ABSTRACT

SCOPE OF STUDY:

The primary purpose of this Maxi II Practicum was to investigate, identify, record, recommend, and test resolutions to the problem of educational/community resistance to alternative education in general and more specifically to identify and resolve as many of the educational/community resistance phenomena and facts as are significantly involved in this problem. Nova High School will be one of the primary case study targets.

Problem assessment and resolution development is documented and action, survey, research and implementation is described fully with a summation of all findings.

FINDINGS AND CONCLUSIONS:

An analysis of the data and observation, while limited in time sequence, resulted in the following conclusions: few of the school personnel or community persons surveyed and observed demonstrated overt negative attitudes toward Nova as an alternative educational form; however, their attitudes could definitely be classified as less positive and more positive.

There does appear to be a relationship between the attitudes held by the non-alternative (traditional) school personnel

and the community person toward alternative educational forms and the number of the students involved in the alternative educational systems studied.

The author also contends that the nature of this practicum, a problem identification and solving approach, has been interesting and challenging.

INTRODUCTION

With education costs increasing, the taxpaying public expects costly secondary educational systems to serve student clients more effectively. However, little recent research indicates present conventional systems to be more effective in efforts to meet student client needs. To meet the need, a number of alternative education forms and concepts have evolved.

It was at this point in early 1974 that the Anaheim Union High School District, Anaheim, found itself. In researching the fact that this school district was recording approximately 1,500 unaccounted for students between grades 9 to 12 each year who could not be traced the question was raised "who are" and "where are" these students.

As an alternative educational program, to meet needs of students not being served by regular day school, the Anaheim Union High School District researched for one year possible alternatives then tested night high school classes in the 1974-75 summer school program. From these studies came the resolution to establish a comprehensive separate night high school program to open in the fall of 1975. This new alternative school is now officially called Nova High School and is in the second semester of operation.

From its inception this alternative educational form has been confronted with survival challenges, many of which beg recorded solutions. However, one of the most serious problems faced by this new school was acknowledged to be the problem of educational/ community resistance to alternative education.

To identify and attempt to resolve this subtle resistance problem, the following tasks were addressed:

- 1.0 Activities Descriptions:
 - 1.1 Kinds of resistance identified
 - 1.2 Resistance evaluative criteria established
 - 1.3 Identification of resistance phenomena and manifestations
 - 1.4 Develop and propose resistance remediation or neutralizing techniques.
- 2.0 Evaluation Criteria and Proposal Assessed:
- 3.0 Institutionalizing Program Developed:

The evaluative summary must be drawn and the answers weighed if the answers are "resistance" positive, and it is the null hypothesis of the author that they will be, then a basis for appropriate counter resistance, strategy and action will be documented and recommended.

PROBLEM IDENTIFICATION

Background

According to the National Association of Secondary School Principals' Task Force on Secondary Schools in a Changing Society, the clear social trend of recent years has been for increased individual choice and personal freedom. Among the forces fueling this movement are these:

1. A broadened legal interpretation of constitutional rights.
2. A strong thrust for equality of sex and race.
3. A growing affluence which released economic constraints upon choice.
4. Rearing practices which focused upon the needs and demands of the growing child.
5. An erosion of family stability.
6. An increased allegiance to individual options as against social obligations.
7. A public mood to experiment, to replace tradition and social custom with personal lifestyle. (1:1)

Faced with all of these significant life style influences which our students are facing, surely the challenge for the secondary schools of today is to be alert to predicted changes and responsive to changing student needs.

As the dynamics of contemporary change unfolds, educators

and the community should recognize their significance to the education of our young people. Many of our national education associations, as well as professional educators as individuals, contend that current secondary school programs need to be reviewed and recast in the light of these new general circumstances.

There seems little doubt that secondary schools of the seventies are substantially different from their counterparts of the fifties; surely the American secondary school has been appreciably remodeled.

During the past several generations, American secondary schools have slowly restructured according to the requirements of society in general and in some instances in response to local community needs. Viewed historically, few would disagree, the secondary school system has proven to be a reasonably flexible institution. Today, schools once again face a test of their alertness and ability to meet the educational needs of our present youth clientele.

To better assess where the secondary educational system stands in public opinion, despite the current wave of criticism leveled at our public schools, a 1972 Gallup Poll revealed that most Americans (about 60 percent) continue to be satisfied with our schools. However, 12 percent had no opinion and 28 percent expressed dissatisfaction. Most educators agree some alternative forms or

methods must be offered to the dissenters or inevitably they will disturb the climate in the schools for everyone.

While it is true the established mode of traditional secondary education is attractive to millions of our parents and students, and that these parents and students have a right to this type of education; it would seem only logical and prudent, in a diverse society like ours, to assume that the established process of traditional education cannot hope to reach all student needs.

To provide each school user with the type of education he wants and needs will require alternatives and choice.

Alternative School Evolution

Movement, trend, innovation, fad, novelty, reform, renewal, strategy, revolution or evolution? All of these labels have been used to describe the development of optional alternative public schools. It would seem appropriate to acknowledge that each alternative form is perhaps a little of all of these.

David Clark, Dean of the School of Education at Indiana University, Bloomington, asks the question, "Can the alternative school's movement really be defined?" According to Clark, some writers attempt to define alternative schools in terms of their process characteristics or their outcomes. Others define them, not

in terms of what they do or attempt to achieve, but as a strategy for effecting change. Some educators contend it is imperative that a school be non-public to be a true alternative, while others feel the alternative movement is only significant if considered as a vehicle for option within the structure of public education.

Professional education literature prior to 1970 seldom talked about or wrote about options and alternative public schools. It should be noted, however, that there have always been alternatives to public education. Private schools have existed for many years for those who could afford them. Vocational schools were developed in this century for those who wanted non-academic programs. Military boarding schools for boys and boarding finishing schools for girls were popular in the first half of this century. Until post World War II, a student could drop out of school to work; thus work was an alternative. With compulsory education laws, this is less and less utilized as an alternative. The need for programs for dropouts and potential dropouts was recognized in the fifties and sixties, and some dropout centers, street academies and continuation schools were established.

But to the media and education profession, and therefore to the public, the alternative public school began with the Parkway Program in Philadelphia in 1969. Most agree this is an appropriate

birth date for the alternative public school as Parkway was probably the first public school created to be an option (alternative) within the Philadelphia area. Berkeley's Community High School started the same year; and Chicago's public High School for Metropolitan Studies (Metro), under Nat Blackman, followed in 1970.

Since 1970, the Center for Options in Public Education at Indiana University has attempted to study and document the development of alternative public schools and estimates that alternative public schools are being planned, developed or operated in more than 1,000 communities in the United States. The number of alternative public schools is estimated in excess of 1,200 and involves over 100,000 students.

The last two years have produced the development of multiple options within a single community. In Berkeley in 1972-73 all families could choose from among 23 alternative schools and programs plus the conventional school. Over one-third of Berkeley's students are enrolled in alternative schools. In the Minneapolis southeast alternatives, families have a choice of four alternative elementary schools. Philadelphia currently operates over 60 alternative schools and programs at the secondary level. In September, 1974, the Anaheim Union High School District, Anaheim, California opened an alternative night high school named Nova High School.

Other multiple alternatives are available in Ann Arbor and Grand Rapids, Michigan; Cherry Creek and Jefferson County, Colorado; Los Angeles, California; and many others.

Nova Problem Identification and Scope

In 1974 the Anaheim Union High School District acknowledged the fact that this large urban school district was recording approximately 1,000 unaccounted for students between grades 9 to 12 each year who could not be traced. The question was raised "who are" and "where are" these students.

As an alternative program, to hopefully meet needs of students not being served by regular day school, the Anaheim Union High School District researched for one year a possible alternative night school then tested night high school classes in the 1974-75 summer school program. From these studies came the resolution to establish a comprehensive separate night high school program in the fall of 1975. This new school is now officially called Nova High School.

From its inception this alternative educational form has been confronted with survival challenges, many of which beg recorded solutions. However, one of the most serious problems faced by this new school seems to be the problem of educational/community resistance to alternative education.

Located in Southern California, the Anaheim Union High School District, with a junior, senior and special school enrollment of 37,000+ students, is the largest single union high school district

in the State of California. This high school district services six K-6 elementary school districts, with a combined enrollment of approximately 80,000 elementary students. Composed of a large metropolitan, suburban and small remaining agricultural area, its geographical boundaries encompass numerous service-type industries, businesses and recreational facilities such as Disneyland, the Anaheim Convention Center/Sports Arena, Anaheim Stadium which hosts a professional baseball team, Knott's Berry Farm, Los Alamitos Race Track, attending hotels, motels, restaurants, service agencies, shops, markets, golf courses, campgrounds, parks and other entertainment facilities. This tourist center and industrial complex provides service-type job opportunities for students almost without equal in any one high school district. The nature of these youth employment opportunities is in many cases as great or greater during the day as in the evening, another suspected cause of the school district's "no show" student problem.

RESEARCH

Early Alternative School Issues

From available recent reports of the National Alternative Schools Program, it would seem many strategies for reform are being tried today in schools throughout the country. Some educators are looking to alternative schools as a way of bringing about

reform, support the development of these schools, and feel strongly that it is a viable strategy for reform within the system.

To better understand some of the possible problems that may plague the alternative education school, it would seem reasonable to look to those problems recorded, real and suspected, that have been experienced by both public and non-public alternative schools.

In working closely with many alternative schools, Mary Jane Cleare and Roy D. Nichols of the National Alternative Schools program state that one of their great concerns is that alternative schooling not become a means of escaping from, rather than dealing with, the myriad of social as well as educational problems.

Non-Public Alternative Schools

In looking at the non-public alternative school, first we are struck by the high failure rate caused by lack of finances. Because of the very nature of its dependence on tuition, grants and gifts, staff quality is tied to funding, when funds are short staff quality suffers, hence parents perceive lower educational quality and withdraw their students.

Beyond the ever present financial problems which beset most non-public alternative schools are hassles with community power structures. These hassles are often a reaction against public schools; in effect they may become anti-schools. Some of these non-

public alternative school administration and staff, being idealistic and perhaps disenchanted with public schools of the establishment, operate openly or persuasively in an anti-establishment fashion.

The consequences of their refusal to work with the local establishment and school systems, let alone in it, opens their non-public school to attack from local public school systems, patronizing community, government agencies, health and fire inspections, and so on.

Frequently, a major contributor to the downfall of the non-public alternative school is the conflict within staff and administration. Faculty and staff members are seldom trained in the skills needed to operate cooperatively in a high-stress situation. Operating outside the conventional system also adds to the normal energy demands of faculty and in some cases is overwhelming. Many schools operating outside of the system are frequently under pressure to produce and at times are under direct attack. As the Report on the National Conference on Decision Making in Alternative Schools (1972) points out, alternative school staff tensions inevitably produce interpersonal conflicts and also notes that simple staff cooperation is often one of the major problem areas for alternative school personnel.

It seems that even though the non-public alternative school

is more susceptible to failure because of internal and external problems as well as financial instability, these same problems plague most alternative schools, public as well as non-public. However, by operating within the public school system with both its financial and political support, most of these problems can be alleviated if not completely eliminated.

Bruce S. Cooper, in his report, Free and Freedom Schools, A National Survey of Alternative Programs, produced data to support the contention that another serious failure of alternative schools is educational and moral failure. Observing that many independent alternative schools began as anti-schools operating outside of the public school system, ignoring all public school expertise and hard-knocks experience. There is some indication that many independent alternative schools do not appear to know what they stand for--only what they stand against. They all share a common enemy, however few share the same educational philosophy.

Some non-public alternative schools who have been able to articulate their goals still seem to look disdainfully upon public school methods and experience. Many alternative school "watchers" feel this has frequently led to a swing, by alternative schools, completely away from the cognitive, the academic, to a "do your own thing" philosophy claimed by many to be humanistic, effective edu-

cation. Many educators feel this very term "doing your own thing" implies neglect for the needs of others. This swing can, in fact, hurt rather than help a student's development academically and socially.

While advocating its desire to build community-based democratic ideals of equality, support of diversity and individual freedom, most research as indicated by NASSP Bulletin; Alternatives in Public Education: Movement or Fad? indicates that,

"a majority of non-public alternative schools cater to students of the financially well-off as evidenced by the fact that 81 percent charge annual tuitions averaging \$425.00 in 1973." (2-23)

and no doubt tuition is higher at this time.

Recently the Associated Press reported in the April 4, 1976 Los Angeles Times "Prep Schools Find Enrollment Surging"

"It is evident that recent reported growth in prep school enrollments indicates parents are willing to pay and pay dearly in some cases for a whole range of reasons to insulate their children from the problems of the traditional public schools and to assure a good basic education according to some parents."

"Some prep schools, which looked for a time like they were headed for sure extinction, are now forced to set limits to halt ever-increasing admissions."

Educators agree its a phenomenon with no single explanation. Many cite public school unrest including forced busing turmoil, teachers' militancy, permissive atmosphere, nationally low test scores, no set standards for students to respect, and others.

Headmaster Donald C. Hagerman of the Holderness School in Plymouth, New Hampshire recently stated their school enrollment has gone from 75 to 210 students in one year. According to Hagerman, "There is no one factor you can pin it on." The headmaster points to problems in the nation's traditional public schools as the major reason private schools are flourishing. Hagerman stated,

"Declining public school budgets, cutting out of programs in some schools, lost time in school-- parents are beginning to look for alternatives."

However, it hasn't been all roses for the nation's alternative private schools. In the past five years 30 alternative private schools have closed because of declining enrollments. But in the same period 36 new alternative private schools were accepted into membership of the National Association of Independent Schools. What is significant is that parents are willing to pay independent

alternative school tuitions ranging from \$2,200 a year for day schools to as high as \$4,500 at boarding schools with day school tuitions doubling in the last ten years to assure their student an option in alternative education.

Public Alternative Education Patterns

Still another list of studies calling for change in U.S. secondary education calls for, among other things, school district-wide alternative programs to meet the broad range of student needs.

In a recent report entitled The Adolescent, Other Citizens, and Their High Schools: A Report to the Public and the Profession produced as a follow-up to the Kettering Foundation 1973 Report and like most of its predecessors this report sounds an urgent alarm about the current status of secondary schooling in the U.S., and warns of dire consequences unless reforms, including alternative education options, are made soon. Task Force members concluded that,

"Unless many problems highlighted in their report receive high priority on our educational work list, the vitality of our free public school system will be in jeopardy and the democratic foundations of our country will be threatened if solutions to these problems are not found."

In the reports, four main divisions were mentioned:

community involvement, school control, student responsibilities, and local alternatives; one of particular interest is the task force suggestion that there must be district-wide alternative educational programs to meet the broad range of student needs.

The list of public educators advocating some alternative or educational options for achieving common ends is extensive. However, few alternative advocates suggest much more than that because American society is diverse and pluralistic; it is not only appropriate, but necessary, to have various alternatives and concepts of "quality education". Because our free society values the worth and dignity of the individual we must establish public school institutions which reflect this national purpose.

Mario Fantini, in "Public School of Choice" contends American education has systematically developed a massive, uniform, monolithic system for achieving our common national educational objectives. Alternative routes (alternative schools) to these common educational objectives are indeed available to parents and students, but for the most part, only outside the public schools. According to Fantini,

"Alternatives within the public school framework are available only infrequently and often only by chance."

The educational options that do exist inside the traditional

standard public school system depends mainly on personal factors-- usually of a particular teacher or innovative administrator. If a student is lucky, he connects with a good teacher in a good program. The unfortunate student misplaced and requesting change or alternatives usually will find administrative opposition; the present traditional ground rules can rarely deal adequately, easily, or traditionally with such demands without serious consequences to the traditional operation of the system, thus the administrator must support his teachers or face staff morale problems. When this situation becomes the operational mode of an entire system, any hint of alternative forms or educational options becomes suspect.

Following the curricular innovation period associated with the 1960's, educators began to look for ways to improve the effectiveness of the school systems through various means which were designed to bring about greater individualization of instruction. The content revisions of the previous decade were found not to be the panacea for all of education's ills; new methods and techniques of transmitting this content were needed. The time block patterns such as flexible scheduling also experimented with during the 1960's proved to be useful in many respects but alone did not bring about the desired results.

Emerging from the discoveries made during the past fifteen

years in curriculum content, time patterns, and classroom organizational systems has come the public alternative school movement. The term covers a wide range of school/classroom organizational patterns and instructional techniques which are given various titles in the literature. There is so much diversity in the movement that a single definition is difficult, but the features which distinguish most of these "schools" from conventional and regular ones do provide a definition of sorts:

- they are significantly different from their conventional counterparts in curriculum and in instructional practices.
- they strive for greater involvement of staff and students in decision-making than is the case in most regular schools.
- they are more flexible and therefore more responsive to planned change.
- they tend to make more extensive use of community resources, facilities, and time.
- they usually have a commitment to be more responsive to an identified school need.
- they are most often comparatively small "schools", with student bodies ranging from 30 - 400.

Although these half dozen characteristics mark a majority of alternative schools, these schools do differ in the goals and in the

structure they have developed to achieve these goals. Some of the names given the school patterns developed are varied: open schools, opportunity schools, magnet schools, learning centers, schools-without-walls, drop-out/drop-in schools, free schools, freedom schools, career schools, survival schools, school-within-a-school, continuation schools, pregnancy-maternity centers, etc.

The Directory of Alternative Schools and Programs in California, 1974, produced by the State Department of Education lists 243 alternative schools or programs. This directory defines an alternative school as "...a distinct organizational entity offering a total educational program, or an essentially total program, which is significantly different from the standard educational program offerings of the district, and which is open to students, parents and teachers on an optional basis. Alternatives are offered in addition to, rather than in place of, the traditional program. The criterion of choice is fundamental to the concept of alternatives as defined herein."

The National Association of Secondary School Principals Curriculum Report of March, 1973, estimated that more than 3,000 alternative schools existed at that time and that there would be close to 20,000 such schools operating in the country by 1976.

There have been attempts to pass legislation in respect

to alternative school education in California since 1971 introduced each year by Assemblyman John Dunlap (D) from Napa Valley. Each year the proposed legislation either did not pass or was vetoed by the governor. Had the legislation been passed and signed, it would have encouraged school districts to incorporate alternative education into their programs and given guidelines in establishing such schools. There has been no state financial obligation in any of the legislation; rather, schools were to develop and operate the alternatives within the existing financial framework.

This lack of alternative education guidelines, legislation vetoes and little or no financial support have all contributed to the "suspect" connotation that most alternative schools seem to bear.

Reported Alternative School Problems

As experienced nationally, a number of early alternative school proponents have recorded their problems with alternative education forms even after a short period of involvement with them.

In Seattle, during the summer of 1971, the superintendent of this 88,000 student school system established a task force on alternative education to study ways of improving alternative programs in the school district. After about a year, the task force concluded that,

"The dichotomy between 'traditional' or 'regular' education

and alternative education is a false one; the present 'regular' education system, in the Seattle Public Schools is an initial step in the development of a series of alternatives; and the crucial problem is one of insuring that both 'regular' programs and alternative education programs learn and gain self-renewal from mutual commitment to and involvement with one another."

Among the items reported were the weaknesses of the alternatives program:

"Most of the problem areas enumerated in alternative education indicate a weakness in the organization and structure of alternative education within the District. Common problems included these:

1. Some programs were unable to recognize specific issues and occurrences as symptoms of problems that needed solutions.
2. Some programs were unwilling to define major issues and to ask for support and help before they developed into insoluble problems.
3. Some programs were unwilling to define their staff and programmatic limitations. In other

words, at times they tended to 'bite off more than they could chew'.

4. A few programs had an attitude of 'having their cake and eating it too'. Some programs wanted ultimate freedom from District control and at the same time unquestioned support from District resources.
5. In some cases programs did not define strategies and priorities and were often caught in situations which used valuable time but were not significant.
6. Many program managers and head teachers were unable to exert themselves in their roles of leadership and direction.
7. Several programs had entrance criteria which encouraged students to drop out of school and did not allow the program to address itself to the needs of severely alienated students already out of school.
8. Some programs demonstrated a lack of awareness of the need to encourage and maintain acceptance and tolerance by the community in which they were located.

The task force concluded its report by supporting alternative education, stating:

"If the development of alternatives in education is a viable goal--and it is the contention of this task force that it is--then the long-range direction must be toward the convergence of all efforts into a system based on choice. This can happen within the system of public education."

Problems are important for any group considering alternative education. Since the momentum for optional education can be led by administrator, teacher, parent, student, and the like, it is crucial for all parties of interest to analyze their own situation in terms of the problems identified in the field.

Many school systems considering alternative educational options report they recommend proceeding slowly, making sure that all participants, (parents, teachers, students, and administrators) understand what is involved. This includes avoiding a "better-than-thou" approach to alternatives and also a guarantee that what ever is selected will be legitimate.

Recorded Alternative Implementation Strategies

The documentation of alternatives that are being implemented often is helpful to others contemplating this type of reform.

Some new programs have already been documented in published books, such as the Parkway Program in Philadelphia.

In April, 1972, an evaluation of Philadelphia's Parkway Program was conducted by Organization for Social and Technical Innovation (OSTI). The evaluation consisted primarily of field visits included interviews with participants and observations of the Parkway units. OSTI concluded in part:

"The Parkway Program has accomplished something unique when viewed against the backdrop of our nation's urban education. Despite problems and weaknesses, Parkway has created an atmosphere in which students perceive rules and regulations not as hostile attacks upon their humanity, but as essential ingredients in creative group living. The adults who normally bear the responsibility for making and enforcing those rules are, at Parkway, frequently regarded as allies.

Students' acceptance of the necessity of rules and their affirmation of adults as people who can be trusted to care are notable achievements. In that open atmosphere students can accept the responsibility not only for themselves but for what happens to their units. In that environment of trust, people can

really learn; students are unafraid to acknowledge ignorance; teachers receive more valid information from their students." (4:73)

In May of 1975, the Irvine Unified School District, Irvine, California released a booklet describing their S. E. L. F. (Secondary Educational Learning Facilitator) Program. This program review included philosophy, description, interview with participants and observations of the S. E. L. F. alternative.

"At S. E. L. F. we have a school that has proven to be an enjoyable and worthwhile place for many students to learn."

The S. E. L. F. philosophy is that an alternative educational program can endeavor to teach, learn, love, and plan in accordance with a system of beliefs shared by the individuals committed to the day-to-day creation of "A GREAT PLACE TO BE." S. E. L. F. believes that:

- Schools can have a beneficial impact on the lives of people.
- Students should be intimately involved in the decision-making processes and governance responsibilities that shape the essential nature of the school.
- Students are genuinely interested in learning those

things deemed important to them.

- The primary responsibility of the school is to involve students and staff in educational experiences and personal relationships that result in significant learning, mutual trust and respect, and an optimistic anticipation of the future.
- The role of the school is difficult to fulfill but worth the effort.

What is S. E. L. F. like?

"A converted warehouse in the Irvine Industrial Park and a farm in East Irvine are the settings for one of Irvine's newest thrusts in education. Within the school, some 280 students are pursuing their high school education through activities as traditional as a lecture on the nature of man or a film on the Appalachians, and through activities as unusual as tending a farm, doing dissections of cats reeking of formaldehyde, rappeling down the side of a cliff, or building an analog computer. In addition, at a not unusual moment in the day, nearly one-third of the students at this school are not at this school--some having elected to take a portion of their work in the evening, and others being on

the job somewhere in the community serving as interns in business or government. On a regular basis they do assemble, though, to participate in community meetings in which they take the major role in the shaping and running of the school and their programs within the school. What all these students are experiencing is a process of maturity; learning what they need to learn, and then learning those things, whether facts for college preparation or skills with which to seek a job."

On March 2, 1976 Nova High School, the newest high school in the Anaheim Union High School District and the first all-night high school in this large school district as well as the first full scheduled night high school in the Southern California area, released a progress report describing their alternative high school at night program. Nova principal, Art Bosna, describes Nova progress as follows:

Background:

Following my appointment as principal of the new evening high school on May 8, 1975, and the selection of Savanna High School as our location, my first three priorities were to determine our curricular needs, the selection of a staff and the recruitment of students.

It was decided that our curriculum would be divided into four main clusters: Humanities, Business/Occupations, Math/Science, and Leisure Time (Health, Driver Education, and leisure time activities).

After interviewing approximately forty candidates from within the Anaheim Union High School District, three teachers and one counselor were hired. In addition, one secretary was also employed.

I decided that our student recruitment efforts should be directed toward those who had already dropped from school. Each school in the District was asked to submit to me a list of those students who had dropped during the past two years from grades nine through twelve. Approximately six hundred letters were mailed encouraging these individuals to search out this new educational opportunity.

My next project of importance was to prepare a summer workshop for our staff, which was held for four weeks during the month of July and was primarily devoted to developing our school philosophy, goals and objectives, admission procedures, master schedule, general operational plan, grading philosophy, attendance procedures and methodology of instruction.

School opened for the first time on Thursday evening,

September 4, 1975, with seventy-five students in attendance. Our daily average attendance for this same period of time was 142 students. On Thursday night, February 5, 1976, Nova High School held its first graduation exercise for twenty-two seniors who completed all requirements at midyear. It was felt by the staff and most importantly by the graduating seniors that this ceremony would be an important activity to their lives. The graduation was impressive and all in attendance went away with a more positive image of Nova High School.

Plans are being made for a much larger ceremony in June as we are expecting between 50 to 70 seniors to graduate.

Kinds of Alternative Resistance Identified

The data collected for this summary have not been subjected to complicated analysis. Our main objective is to present some common observations which will provide the reader with an initial perspective on alternative school resistance problems, as well as on some program concepts, and people involvement that has surfaced in the brief alternative school life span.

- One of the first observations that seems to emerge from much of the recorded data to date seems to indicate there is a tendency by both the educational profession and community persons to simply view alternative schools as against tests, grades, bells, seats in rows, dress

regulations, regular daylight hours, and perhaps even more significantly, a feeling that alternative schools are "good" for the different student. The different student has not been clearly defined or identified, but is real; nevertheless, to a large number of educators as well as the lay community.

- These same obscure feelings as to the nature of the alternative education programs must cultivate the acceptance of the community (or at least neutralize resistance) if they are to succeed. Since alternative schools develop to meet local needs, the ultimate test must be acceptability within its community.
- The entire school system (professional and community members) should treat alternative school and programs like something more than an illegitimate child or necessary concession.
- The school system bureaucracy and effective alternative education programs are not antithetical.
- Alternative should mean providing other choices and should not mean replacement of the existing system.
- Alternative schools and their programs are perceived by some professional education and community members as a

real threat to the regular system and to jobs within the system. Like it or not, alternative programs do compete with the regular program.

- The alternative school staff burnout phenomenon which occurs to most alternative educational forms must be countered by critical staff selection support and skill reinforcement and retraining. Alternative teaching definitely is not for every teacher. Teachers with fragile egos are hurt often when their programs get criticized by outsiders and their tastes and expertise is challenged by students. Those who have tried alternative teaching say it requires extra tact, diplomacy, patience, creativity, and flexibility.
- There is considerable myth and rumor about the students attracted to alternative school. Most is just that, myth and rumor, with little data to support the "kind of student profile" contention.
- Alternative programs that share a campus with a regular school seem to experience more drawbacks than those that do not. This phenomena is sometimes labeled "the fishbowl phenomena," and seems to have a detrimental effect.

Resistance Evaluative Criteria Reviewed

After a thorough study and review of all research on the kinds of resistance experienced by many alternative schools and alternative education programs as recorded to this point, it was now felt appropriate to assess the resistance situation at Nova High School, Anaheim, California. The author's research and observations and preliminary action recommendations were shared with Nova administration and faculty early in December of 1975.

Nova as a new (first year) night high school opened its doors for students in the fall of 1975, with limited faculty (five full time teachers) and sharing a small portion of a large day high school campus.

After a nervous trial and error beginning Nova High School seemed to hold its own in terms of enrollment and opened the second semester with slightly increased enrollment. All factors considered and with cautious optimism, the new night high school was at least off the ground and growing. However, it was quickly evident to Nova observers and practitioners that one of the first basic problems of any new social or educational change is the natural human reluctance to change--a reluctance that we all seem to share in some degree. In his classic study, Stability and Change in Human Characteristics, Benjamin Bloom documents the early age at which most development takes place and the increasing difficulty met in influencing development

and change as age increases. The older the system, the individuals, the community, the more intense the change-inducing environment must be, and the more prolonged exposure to it is required.

It was at this point that Nova, as an alternative night high school, found itself and faced with survival challenges was eager to innovate, explore, implement or consider almost any recruiting technique, professional and community public relations procedure or campaign that would assist their new night school operation and assume a future if, in fact, early positive student benefits proved significant.

Nova Researchers Choose Action over Data and Statistics

James Coleman once told a Washington meeting of scientists that, "If the bright young educational researchers today cherish the notion that his work may someday be used to guide national policy, he had better learn how to design research for the world of action instead of the world of academia".

It was agreed upon by all involved with Nova that their course would be one of "action". With limited time experience and unique alternative program problems and environment, it was decided in the world of action, time is an important factor. Decisions (theirs) in this world of action must be reached at a given time, based on whatever information is available at that time. In the action world many decisions cannot be held for research results.

To avoid research stragulation and concentrate on an action program, Nova personnel and the author projected a concentrated problem assessment to involve Nova faculty, student and parent reactions. This would be followed by establishment of some resistance evaluative criteria which would establish degree of resistance positive or negative implications for Nova High School.

Nova Personnel Develop Resistance Danger Signals

In several discussions with Nova personnel, it was considered important to establish some common agreed upon evaluative criteria by which all those involved (including the author) in the resistance identification assessment could collectively utilize, to wit:

- Public opinion determines the fate of any school (traditional or alternative) and as long as any individual or group has the means to help shape public opinion, he poses a threat no matter how unreasonable his views may appear.
- Much individualistic educational criticism (internal and external) is general fear and anxiety on the part of critics. Many of these people see a world that has already moved away from what they believe it should be. Events or alternatives carrying them more and more rapidly away from what they think right and desirable could, and in most cases does, create fear and anxiety.

Public
Opinion
Critical

Fear
and
Anxiety

- When we talk about choices among different kinds of schooling to satisfy various needs and develop various talents, we are talking about making decisions. When it comes down to making new decisions, the inevitable question is who will participate in making them and what is to be decided. Since new decisions are attempts to embody new needs, those individuals and groups most directly affected usually want to participate in making them.
- The multiplication of options (Nova Night High School) usually leads to the multiplication of conflicts. To open new educational program options inevitably threatens the old choices people made. Soon conflicts emerge within individuals, between individuals and groups, and within the school and school system.
- Some forms of conflict may be more productive than counterproductive. Conflict can prevent stagnation, it stimulates interest and curiosity, problems are aired and solutions usually found. The problem of developing new alternative forms of schooling (Nova) will not be realistically solved by avoiding choice and conflict. We believe some solutions to the problem of resistance to alternative education forms may very well lie in finding constructive ways to deal with the resistance conflict--not to avoid or suppress it.

Most
Want a
Piece
of the
Action

Conflict
May
Aid
Altern-
atives

Conflict
May
Aid
Altern-
atives

After several meetings with Nova administrators and faculty, the author summed up those common concerns agreed upon in a short term application of the so-called Delphi technique of systematic solicitation and collation of opinions from the Nova group. It was agreed upon that critical resistance potential would be encountered in the following:

- Public opinion area
- Fear and anxiety of change
- Who will make what decisions
- New options and alternatives threaten old choices
- Some conflict may be productive

Public and Professional Reception to Nova Opening

To better understand the early problems faced by Nova High School in its fall, 1975, opening it is appropriate that we review some of the preparations, plans, and problems this new alternative night high school encountered. It is also important that, in retrospect, we can now evaluate some of these "opening pains" and weigh same in efforts to formulate a recommended "resistance counter plan" as part of our institutionalizing program.

In April of 1975, after much input, data and research from administrators, teachers and also information gathered by the author and others, the Board of Trustees of the Anaheim Union High School

District agreed to endorse the concept of an alternative night high school program and authorized more detailed planning.

Shortly after Board action, the local school district teachers association proposed their version of a night school program and made many recommendations to assure a status quo curriculum, teacher rights, pay schedules and staffing allocations and restrictions. The following is an excerpt from the association recommendations:

"Enrollment procedures should be established by a joint teacher-administrator committee. The teacher members of this committee will be selected by the organizations which have participated in the inquiry into the evening high school proposal; namely, Anaheim Secondary Teachers Association and Anaheim Personnel and Guidance Association."

In the summer school of 1975 the Anaheim Union High School District, two night high school sites were opened, registration information developed and summer night classes successfully held.

A random survey of these night high school students provided some student profile information for speculation and Nova High School planning. In this survey, a high percentage of students chose night school because they worked during the daytime, they liked night classes, and there were positive indications that most seemed to be attending with a purpose.

From this random sampling and survey, it was noted that whatever their reasons, it seems students did appreciate the opportunity to attend school at night and did so in record numbers.

In May of 1975 the Board of Trustees of the Anaheim Union High School District named Arthur Bosna as principal of the yet to be opened night high school. Under the direction of assistant superintendent for instruction, Leo Arranaga, the Board directed the new principal select staff, develop curriculum, prepare facilities, recruit students, and be prepared to open a comprehensive alternative night high school in September, 1975.

Conceptualizing Night School Direction and Possible Challenges

As an alternative night high school program, to meet needs of students not being served by regular day school, the Anaheim Union High School District Board of Trustees and administration recommended that the main concern of the night school would be for those students who are actually employed or who, for one reason or another, are precluded from or predisposed to day school attendance. It was agreed by all involved (including the author) that the primary consideration of any alternative high school program is the student candidate or client. All agreed this would be a major part of faculty effort during late summer of 1975 inservice and development meetings lasting several weeks. (See Figure #1.)

FIGURE #1HIGH SCHOOL AT NIGHT INSERVICE

Extensive staff and faculty meetings with principal, Art Bosna, during summer, 1975, to prepare for night high school opening in fall. Faculty conducted extensive student, curriculum, program implementation discussions and planning sessions aided by interested educators* and field trips.



Both Jack Brown and Esther Caldwell, Nova University candidates, participated in some of these night high school meetings and are pictured with principal Bosna and faculty.

To implement, staff and operate an alternative night high school requires considerable capital and operating allocation, as well as staff selection and utilization, all backed by firm commitment by school district board and administration. All of this is meaningless, however, if the student client is not identifiable, reachable and convinced it is in his own best interest to become a part of this alternative night high school program. All of these problems would become part of the "Nova" survival experience.

As a possible problem evaluative criteria indication to student/staff profile and utilization, would be a survey of those students recruited in the early first fall semester of Nova High School operations, with an action effectiveness analysis and review of recruiting methods and techniques. This was agreed as essential and was pursued by the author.

Student Identification and Recruiting Plans

Rarely does a new program or action plan develop according to initial conceptions and plans. Programs are continually evolving and changing as staff, students, priorities and attitudes change. Nova was a developing process and its own growth and development would be subjected to ongoing self-examination leading to constructive change; all involved felt this a process for identifying and resolving its own problems.

A primary justification for instituting this alternative high school at night (Nova) within the public system was the recognition that different kinds of students may require different educational climates and times to match their diverse learning styles and interests if we accept this proposition. Then it makes sense to ask if high school at night (Nova) is really different from other high schools in the Anaheim Union High School District and ultimately we should ask if students are experiencing school differently than before they entered. The extent to which Nova provides a uniquely different educational experience or perhaps even more importantly, is Nova an effective alternative, may serve as a valid criterion for program evaluation, plan effectiveness and problem resolution.

From the beginning the author and Nova advocates felt it important that administrators, educational colleagues, and concerned community residents understand the problems entailed in the effort to develop an alternative school like Nova. Alternative schools or programs do not exist in a vacuum, and its problems and assessment of its ultimate success will depend on professional and community support.

A question important to any recruiting efforts would be which students are we trying to serve? Much of the research contained in this practicum paper and also other data reviewed by the author

indicate many alternative schools are reaching very different sorts of students, and the methods they use to recruit and select their students are equally varied. Some admission policies now being used include:

Lottery: • Anyone may apply and the final selection is by lottery.

Screening: • Anyone may apply and selection is made after careful interviewing and screening.

Walk In: • Anyone may apply and all the applicant needs to do is walk in.

- Only certain types of students are desired and they are invited to apply.
- Only certain types are desired and they are carefully identified and urged to attend.
- Only certain types of students are desired; given a choice to attend or else to get out.

It was agreed by everyone involved with high school at night (Nova) that while each of these admissions processes had its vocal ideological advocates, all that could be safely said is that Nova, as an alternative, had a greater chance of succeeding if students see it as a desirable place to attend, and not as a dumping ground for those who have exhausted all other options and alternatives. To make an early decision as to the students Nova High School considered its target

population (clients) and the method by which students are to be recruited or selected was a primary and important one.

Early night high school direction from district administration was that the night school students, as a target group, should be drop-outs, working students or those students with family responsibilities which precluded their attending day high school.

However, it is interesting to note that even though the original client concept was seriously addressed by principal, Art Bosna, it soon became apparent from those students responding to night high school referrals and other client contact mediums that many students were not from this original limited group, but in fact were students from a broad spectrum.

First Student Recruiting Efforts

In July of 1975, Art Bosna, newly named principal of the projected fall night high school program met with the author and it was agreed that some form of returnable post card be developed by the author to be utilized for student recruitment. (See Figure #2.)

FIGURE #2HIGH SCHOOL AT NIGHT STUDENT RECRUITMENT CARD

HIGH SCHOOL AT NIGHT

☐ I AM INTERESTED — **[REDACTED]** call me.

☐ I ALREADY HAVE MY HIGH SCHOOL DIPLOMA.

Name _____

Street _____

City _____ Zip _____

Telephone Number _____

ANAHEIM UNION HIGH SCHOOL DISTRICT — HIGH SCHOOL AT NIGHT

ECONOMY POST CARD

It can cost the taxpayers as much as \$2.45 to send an official letter. This includes postage, stationery, stenographic, filing, and other services. This post card can be sent for 8¢ or less.

HIGH SCHOOL AT NIGHT
ART BOSNA
301 NORTH GILBERT STREET
ANAHEIM, CALIFORNIA 92801

Samuel Adams
Postage
US Postage 8¢

Night school principal and staff then solicited from local high school principals, registrars, and counseling personnel lists of dropout students or names of other students they could be considered possible night high school candidates.

Response to student name list requests was slow and incomplete. A situation that was initially discouraging to an enthusiastic night school staff, but not considered at first intentional.

From these incomplete and later proven inaccurate lists the staff, aided by the school district's word processing department, addressed and mailed approximately six hundred (600) letters.

(See Figure #3.)

FIGURE #3

NIGHT HIGH SCHOOL "GREAT" OPPORTUNITY LETTER FROM
PRINCIPAL BOSNA

High School AT NIGHT

ANAHEIM UNION HIGH SCHOOL DISTRICT
 Savanna High School Campus
 301 North Gilbert, Anaheim 92801

July 3, 1975

Charles Kaptz
 10070 Gilbert #12
 Anaheim CA 92804

Dear Charles:

WHAT HAPPENED TO YOUR HIGH SCHOOL DIPLOMA?

It has come to my attention Charles, that perhaps you have not been able to complete requirements for your high school diploma.

I'm taking the liberty of informing you of a great opportunity for you to attend high school only four nights a week and receive a high school diploma as soon as you complete the minimum requirements.

I sincerely want to help you Charles, in your educational efforts. This is a first time ever, for a full high school diploma at night at no cost to you other than your time at night with no interruptions of your daytime employment and no homework. I am sure you will agree that a high school diploma is helpful to anyone in today's labor market.

You need your high school diploma and we need you!

Call me at 828-6810 or return the enclosed card for more information.

Sincerely,

Art Bosna
 Art Bosna

AB:wp

Enclosure

In each letter a return postcard, as referred to in Figure #2, was enclosed and those interested were encouraged to contact principal Bosna for information. By early September, fifty-five (55) information postcards had been returned. To High School at Night, this represents approximately a 9% return. Not considered overwhelming however considering the mailing list negative reliability factor, and the audience addressed, most would consider the response satisfactory.

The most gratifying aspect in retrospect is the fact that of the fifty-five information requests, fifty (50) night high school students registered and are attending Nova High School.

Author's Problem Analysis

In my original (October) assessment and critical recommendation to Nova staff on this aspect of their recruiting effort, I made the following observations:

"Your direct mail recruiting procedure and effort seem to be cost effective and reaching a satisfactory percentage of your target student clients. I attribute some of your success to your personalized word processing letter which included student's first name in body of letter, and your prompt, friendly response to those clients requesting information."

"I would recommend this direct mail solicitation on a periodic basis. Perhaps more accurate mailing lists could be obtained from schools and agencies by personal contact with some public relations effort."

A repeat mailing of approximately 400 letters, as referred to in Figure #3 was utilized with the original list of students who had not responded, was accomplished in December, 1975 using the new Nova High School stationery as shown in Figure #4. This resulted in two information inquiries.

Author's Problem Analysis

Poor response to second mailing would not justify cost of repeat effort utilizing "no response" mailing lists. This would not preclude direct mail solicitations with more reliable mailing lists on a one-time-only basis. The lack of response to the repeat mailing does, in fact, justify the effectiveness of the first original mailing as it can be concluded it was effective to the point of recruiting and registering almost 100% of the client potential in the total original mailing.

In reviewing the first student mailing solicitation, the mailing list credibility factor seems critical to avoid or minimize some of the resistance and passive lack of cooperation on the part of neighboring traditional high schools in providing meaningful, accurate

FIGURE #4SECOND NOVA PERSONALIZED RECRUITING LETTER

lists of potential night high school students, it is recommended that personal contacts by Nova counselor through her professional counseling association be instituted. This approach at a more troubled-student-involved level (counseling) will avoid the "big recruiting competition" threat to other school administrations and teachers.

It was soon evident to Nova principal, Art Bosna, as well as other Nova watchers (including your author) that because there had been little opportunity or time to fully inform other school personnel of the night high school story, many quickly looked upon the alternative night program as another watered down, fly-by-night innovation which would eventually compete for their students, supply monies and jobs. Others suspected only another whim of district administrators or board members to be tolerated until it "went away." Many of these subtle inferences were made public, others were more difficult to counter in that they did not overtly challenge the alternative night program--they ignored it.

In attempts to communicate the night high school concept to fellow principals and other community leaders, the principal was able only once prior to October to address his peers in a district meeting for approximately two minutes. On another occasion, the night program principal requested time on the monthly meeting agenda of the school district assistant principals meeting and was confirmed as

being scheduled to talk to approximately seventy (70) of the AUHSD assistant principals. It is significant to note that traditionally the assistant principals of the school system are involved directly in most student problems, such as dropouts, suspension, recommended disciplinary transfer, working students, pregnant girls, and all the related student reasons for perhaps desiring or needing an alternative school or other educational option. Thus it was anticipated by night school staff and principal that this meeting would be an excellent audience for the night high school professional relations effort and student recruiting possibilities.

When the night high school principal arrived at the district meeting, he found he was scheduled last on a busy agenda (with such items as parking lot control problems, band and drill team security needs, etc.). When his time arrived at the end of a tired, late afternoon meeting, Mr. Bosna was allocated approximately five minutes to update his now dwindling audience on evening high school progress with no questions asked and little noticeable interest on the part of anyone. By his own admission, he was discouraged. However he attributed the lateness of the day and agenda relegation to the poor reception and so reported same to his faculty.

Author's Problem Assessment

The excuse given by the principal to his staff for the poor

reception was true, in part, but did not explain the almost complete lack of interest on the part of these acting school administrators for an exciting new concept not in existence, as yet, in their locality. By his own assessment, the principal did experience an indifference if not open hostility to the new alternative night school program and in succeeding weeks some of this "lack of interest" was evident from professional colleagues and education peers in the area.

Other Forms of Student Recruitment

In efforts to advise any potential student of the new night school's existence, several press releases were generated for the program by the author and released to school newspapers as well as local papers, radio, and television stations.

Two radio stations, KFWB and KNX in Los Angeles, solicited recorded telephone interviews by principal Bosna and subsequently were aired. Results were positive, immediately after radio broadcasting, several information inquiries were received at the temporary night high school office and several subsequent student registrations were attributed to this medium contact.

Community Reaction to Night High School as Proposed

At first, during recruiting and preparation for the opening of the new night high school, the community was ignored and so ignored in return the school staff efforts to spread the excitement of their initial official sanction and district board endorsement. Thus as the first

official opening night of school approached, the press, news media, and official well wishers were conspicuous by their total absence. Located in a temporary classroom of a large high school on a dark evening with approximately 70 students and few other facilities the grand opening of Southern California's newest night high school was not what anyone could construe as a major community event, more than fifty feet beyond the excited students and staff. However, it wasn't long before the "fishbowl phenomena" manifest itself. Being housed on an existing traditional day high school campus, sharing day utilized art, science, social studies facilities catapulted this night intruder into an unseen yet seen reality for fellow day teachers and administrators to ponder the motives of students who would attend and teachers who would teach at night.

Soon, minor differences as to room conditions, equipment utilization, and chair configuration were being resolved by day teacher notes left for night teachers to ponder and obey. Soon, previously available room teaching resources, of the types considered "a teacher's own," disappeared and could be assumed were now secured in new locked drawers and cupboards.

Many of the normal office equipment requirements of a school office, typewriters, desks, etc. seem most empty at night when not being used, but most unavailable in the eyes of the day time "owner."

It was obvious to all day and night school personnel that new schools would not immediately inherit new school buildings and that "a live together for better or worse" was undoubtedly the fate of both day and night personnel.

Author's Problem Assessment:

Faced with the obvious, it was recommended to the night high school staff and administration that they propose a joint faculty meeting with the shared day high school faculty and under the guise of an "introduction and update" meeting. At this joint meeting, staff would brief the day personnel on the night high school program. Enrollment projections, limited to not over 300 students, would be served by a small staff. Facility requirements would be minimum. This was a small high school to meet the needs of students not now attending any school. The entire presentation was to be low key, factual, friendly, with 100% complete cooperation assured. This night school was no threat to teachers, administration, or the status quo of the day school community influence or integrity. This approach and assured cooperation accomplished miracles. Few troublesome incidents or resistance problems have occurred since.

Nova Faculty, Administration, and Community Survey

In December, 1975, a survey was developed by the author to sample Nova faculty as well as non-Nova

teachers and administrators to possibly identify kinds of resistance to alternative school. This survey was spread mostly within the Nova community on a random sample basis.

Statement of Survey Problem

The fact that professional/community attitudes (resistance) could unduly influence students in making choices to attend non-traditional alternative schools was a major concern in planning and developing this survey. Students who are enrolling in only traditional schools could possibly be ignoring alternative education because of such public school, professional educator, or community orientation.

Purposes of Survey

The major purpose of this random sample survey was to determine if a significant association existed between administration/community/teacher attitudes toward alternative schools and the general student attitudes toward alternative education of students from their community or schools who are attending an area alternative school (Nova High School).

Survey Population

All survey participants, Nova teachers, non-Nova teachers, professional administrators, community patrons living or working within the area in an approximate radius of two miles.

Survey Conclusions

Survey responses were tabulated as designated by response-- Administrator, Nova Teacher/Counselor, Non-Nova Teacher and Community Patron. Sample tally sheet does not include breakdown for sake of space, however author conclusions of survey significance did include consideration of response source in results interpretation. (See Exhibit #5, p. 1, 2, and 3.)

EXHIBIT #5* ALTERNATIVE SCHOOL PROGRAMS SURVEY

(Check One)

I am an: Administrator ☒ **NOVA** Counselor () **NOVA** Teacher () Patron ()**8****12****12****14**

INSTRUCTIONS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
You are being asked to read the statement and respond to the way you feel about the statement.					
Please respond to each statement only once by making a mark in the appropriate column.					
EXAMPLE:					
Alternative Education is not true learning.					X
The person responding to this statement strongly disagreed to the statement. Please express your attitude toward each of the following statements by checking off your reply.					
1. Developing sound attitudes toward work should be the role of the teacher through the alternative classroom.	16	23	4	2	1
2. Providing vocational guidance should be one of the tasks of alternative teachers.	15	25	3	4	
3. District administrators support the alternative school concept.	14	15	11	5	
4. The role of the alternative teacher is to provide students with employable job skills.	12	24	3	5	2
5. One of the tasks of an alternative teacher is to find jobs for students.		1	7	30	8
6. Open entry/open exit classes are of greater benefit to alternative students.	7	16	4	9	10

* Alternative schools are schools that have some form of educational practice different than the traditional school approach.

Alternative School Programs Survey (Continued)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
7. Students bound for college should be admitted to alternative programs in order to gain an entry level job skill.	7	14	6	12	5
8. Advisory Committees are essential to the alternative schools.	7	14	16	6	1
9. All students graduating from any high school should have a saleable skill.	16	11	4	12	2
10. Regular high school teachers do not fully understand what the alternative schools are attempting to accomplish.	6	20	13	4	2
11. Expressing "Life Styles" when counseling for training programs would aid students in future career planning.	5	30	8		
12. Students should earn credits toward graduation if they are employed in a job while attending alternative school classes.	7	16	6	13	4
13. Students learn more job and survival skills through alternative school training than in a typical classroom.	4	18	14	7	2
14. Current job availability and placement information should be made available to all alternative teachers, counselors, and students.	16	28			
15. Public or school transportation should be provided to alternative school students.	5	17	3	12	8
16. Alternative school classes assist students with "experience" in getting their first job.	6	14	20	3	2
17. If I had children of high school age I would like them to have the opportunity to enroll in alternative classes or schools.	15	17	6	4	3
18. In the technical world of today, the high schools are not equipped to offer the variety of career subjects the students desire. Alternative schools provide these opportunities.	8	8	13	11	5

Alternative School Programs Survey (Continued)		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
19. Minority students can enhance their entry into the labor market through alternative school training.		2	17	17	9	2
20. Teaching about going to work and becoming self-sufficient should be the primary role of the alternative school.		7	14	9	17	2
21. Almost all preparation for going to work should take place before leaving high school.		9	12	4	19	3
22. Alternative teachers should encourage their students to look realistically toward future career objectives and life styles.		26	15	2	2	
23. Alternative students enrollment should be limited to seniors.		2	2	5	22	16
24. Alternative school students doing productive work should be paid even though they are still learning.		2	22	6	9	9
25. Entry level job and life survival training should be part of the required curriculum in all high schools.		10	24	6	5	2
Would you care to make any special comments about the alternative programs you know about?	yes				no	
Example: (What effects have alternative education had on you as an individual?)						
Please check one: I am a teacher () counselor ()						
administrator () patron ()						

<u>Item No.</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>
1	Majority	4	3 teachers
2	Majority	3	2 Nova teachers 2 patrons
3	Majority	11	1 teacher 1 patron 3 administrators
4	Majority	3	2 Nova teachers 5 teachers
5	1 Nova teacher	7	Majority
6	6 administrators 10 Nova teachers		2 Nova teachers 9 patrons 8 teachers
7	Majority	6	4 Nova teachers 4 administrators 3 patrons 6 teachers
8	Majority	16	3 Nova teachers 2 patrons 2 teachers
9	Majority	4	3 Nova teachers 2 patrons 7 teachers 2 administrators
10	Majority	13	1 Nova teacher 2 patrons 3 teachers
11	High Majority	6	2 Nova teachers 3 patrons 8 teachers 4 administrators

Item No.	Agree	No Opinion	Disagree
12	Slight Majority	6	2 Nova teachers 3 patrons 8 teachers 4 administrators
13	Slight Majority	14	1 Nova teacher 4 patrons 4 teachers
14	Complete Majority		
15	Slight Majority	3	4 Nova teachers 5 patrons 2 administrators
16	Majority	20	
17	High Majority	6	7 teachers
18	Minority	13	8 Nova teachers 6 patrons 9 teachers 6 administrators
19	Majority	17	5 Nova teachers 3 patrons 3 teachers
20	Slight Majority	9	8 Nova teachers 1 patron 4 teachers 6 administrators
21	Minority	4	7 Nova teachers 2 patrons 9 teachers 4 administrators
22	Heavy Majority	2	2
23	Small Minority	5	38
24	Majority	6	5 Nova teachers 5 patrons 8 teachers

Item No.	Agree	No Opinion	Disagree
25	Majority	6	1 Nova teacher 2 patrons 2 teachers 2 administrators

Sample of Replies from Questionnaire

"Nova has proved successful when we consider those students who have graduated, are working full time, and find a place for themselves. The rapport developed between students and teachers and parents has been very rewarding."

"I don't really see the alternative school being a total vocational institution. I see it as an alternative approach to learning and earning a high school diploma."

"I think they just offer another 'out' to students and are a waste of money."

"To me it is a somewhat 'washed down' program and is less of a program than regular school programs. The student gets away with more."

Survey Conclusions

It was apparent that few, if any, of those surveyed exhibited clearly hostile or grossly unfavorable attitudes toward alternative education schools, however, there was revealed a variation which could be appropriately classified as less and more positive. Many of the less favorable perceptions of school personnel could be attributed to a sense of threatening intrusion by a new alternative educational form. Community patron negative response and the high degree of patron "no opinion" could be attributed to lack of information on alter-

native education.

Author Problem Recommendation:

A few survey highlights which may be worthy of further consideration by Nova High School personnel in future action plans are the following:

Number 5: Indicates most do not consider alternative schools as job placement agencies.

Number 6: Some parent and non-Nova teacher apprehension concerning open enrollment.

Number 7: Many feel college-bound students should have entry level job skills.

Number 8: High "no opinion"; few understand implications of Advisory Committee.

Number 10: Majority agree traditional high school teachers do not understand goals or objectives of alternative schools.

Number 11: High majority agree with "life style" education counseling.

Number 12: Most agree with "work experience" credit but there was high non-Nova teacher disagreement. May indicate teachers fear for traditional program.

Number 14: Complete majority agreement that alternate students get job placement information.

Number 15: Almost even split as to whether alternative student should be transported (bus).

Number 16: High "no opinion" indicates lack of subject information.

Number 17: Majority would send their students to alternative schools. Most non-Nova teachers would not.

Number 18: Majority disagree that alternative education is better equipped to meet student needs.

Number 20: Teaching about becoming self-sufficient is not primary role of Nova as an alternative school.

Number 21: Majority believe high school not responsible for ready-to-work skills but should be left to academics.

Number 22: Large majority feel alternative teachers should encourage their students to study career objectives and life styles. (Shape up these flake teachers!)

Number 23: Large majority feel alternative education forms/schools should not be limited to seniors. (Don't believe in it, but you take the dropouts at any grade level.)

Number 24: Majority feel work project students should be paid while learning.

Number 25: Majority feel entry level job and life survival training should be part of all high school curriculum. (Who needs alternatives?)

Resistance Evaluation Criteria

The decade of the sixties has brought with it an important chance in the intellectual climate throughout the world, evidenced by new attitudes toward the future that has become apparent in public and private planning departments as well as in the research community. The effect has been to extend customary planning horizons into a more distant future to replace haphazard intuitive gambles, as a basis for planning, by sober and craftsmanlike analysis of the opportunities the future has to offer.

Among the new methods to accomplish future projection analysis and one that has been under development has become known as the Delphi Technique which attempts to make effective use of informed intuitive judgment.

At this point in Nova High School's history we were approaching second semester registration, had not had sufficient time or experience to completely document, survey, or assess all the resistance ramifications that Nova faced at this critical time.

It was suggested by a colleague that perhaps the Delphi Technique could be utilized to serve as a catalyst for Nova High School data/experience and derive a future "action projection" on which decisions could be anticipated.

It was agreed the best we could do, under the circumstances, when we do have to rely on "in house" judgment, is to make the most constructive and systematic use of such opinions.

The Delphi Technique, in its simplest form, eliminates committee activity among the participants (experts) altogether and replaces it with a carefully designed program of sequential individual interrogations interspersed with information and opinion feedback.

Placing the onus (in each round) of justifying relatively extreme responses on the respondents has the effect of causing

those with strong convictions to move their estimates and projections closer to the median. This process is usually spread over four rounds and the final responses are taken as representing the nearest thing to group consensus. This convergence of opinions seemed an excellent way to quickly identify and weigh some of the possible resistance issues and phenomena Nova High School had already experienced and would face in the future. From this opinion convergence information we could also develop and recommend resistance remediation and neutralizing techniques.

The Delphi Technique was selected, Nova faculty and administration as well as the author participated, and questions designed around experienced and suspected types of professional community resistance to alternative schools (Nova High School) present or anticipated were requested; this was interspersed with information of alternative resistance experienced by other schools (taken from author's research) and then opinion feedback of participants inquiry was made as to why participants expressed previous opinions. From this "reason" collection all participants were invited to reconsider and possibly revise their opinions.

In view of the projected character of Nova High School future environment (degree of resistance) and the effect we wished to exert on it through institutionalized endeavor in Nova's program and profes-

sional/community relations, we did the following:

- A. The Nova High School group was subjected to a questionnaire soliciting suggestion for identification of types (real or suspected) of professional educational/community resistance to alternative schools (Nova High School).
- B. After being collated and edited for clarification the items were listed and in the second questionnaire the Nova group was requested to evaluate in terms of importance and impact the resistance problems.
- C. New, significant items were added, and those not felt significant or critical to the program were eliminated. Items were arranged in hierarchical order.
- D. List was presented to group, and they were invited to state objections to any item.
- E. Those objections of significance eliminated item. On the final fourth round list, and in order to make some hierarchical importance rationally, the participants had to engage in an intuitive "impact" appraisal of each listed item. The following list was so developed from most serious to least serious resistance impact problem of educational/community resistance to alternative education (Nova High School).
 1. Professional educational community lack of knowledge or understanding of Nova program.
 2. No students--no school; basic survival threat.
 3. Community apathy and indifference toward students and schools in general (voter rebellion).
 4. Teacher/administration/peer feelings of educational and philosophical infringement and economic threat.
 5. Educational profession and community patron resistance to change and suspicion of the new unknown.
 6. Educational profession credibility gap as to worth of alternative education or its diploma.

7. Low educational professional/community patron image of typical stereotyped alternative or non-traditional high school staff and students.

Student Profile Update

To better understand the nature of the Nova student client in developing appropriate and effective counter-resistance measures, it was considered necessary to research Nova students and profile their clientele. This profile information was taken from a survey of Nova students in January, 1976.

- Average student age is 17 years.
- Seniors were majority of student population.
- There were ten (10) married students.
- There were ten (10) students who were parents.
- Majority of students live with parent or guardian.
- Approximately 50% work full or part-time during day.
- Random student data:
 - 45 working full-time days
 - 11 family responsibility during daytime
 - 35 problems in traditional day high school
 - 38 graduation credit deficiencies
 - 7 pregnancies
 - 7 dropouts to be married

Student Attendance Profile

With some indication as to student body profile, it was logical that when available student enrollment numbers and average

nightly attendance data (ADA in California) be examined to evaluate income (state revenue) and also relationship between type of students (clients) served and their attendance ratio.

Nova High School Enrollment Data

<u>Date-- 1975/76</u>	<u>Number of students enrolled</u>	<u>ADA</u>
9/1 - 9/26	138	137
9/29 - 10/24	158	138
10/27 - 11/21	166	143
11/24 - 12/19	167	148
1/5 -	164	139
2/2 -	195	180
3/1 -	222	203

Author's Assessment:

Taking into consideration Nova student profile and ratio of ADA to enrollment, a fair assessment would be that Nova attendance, steady enrollment increases, and cost effectiveness is encouraging and above average. This would indicate a positive impact on students and a degree of success in registering student enrollment and ADA increases from first to second semester. It is interesting to note that all nine traditional high schools of the Anaheim Union High School District show an enrollment decrease from first to second semester in this same time frame.

Proposed Resistance Remediation and Neutralizing Techniques

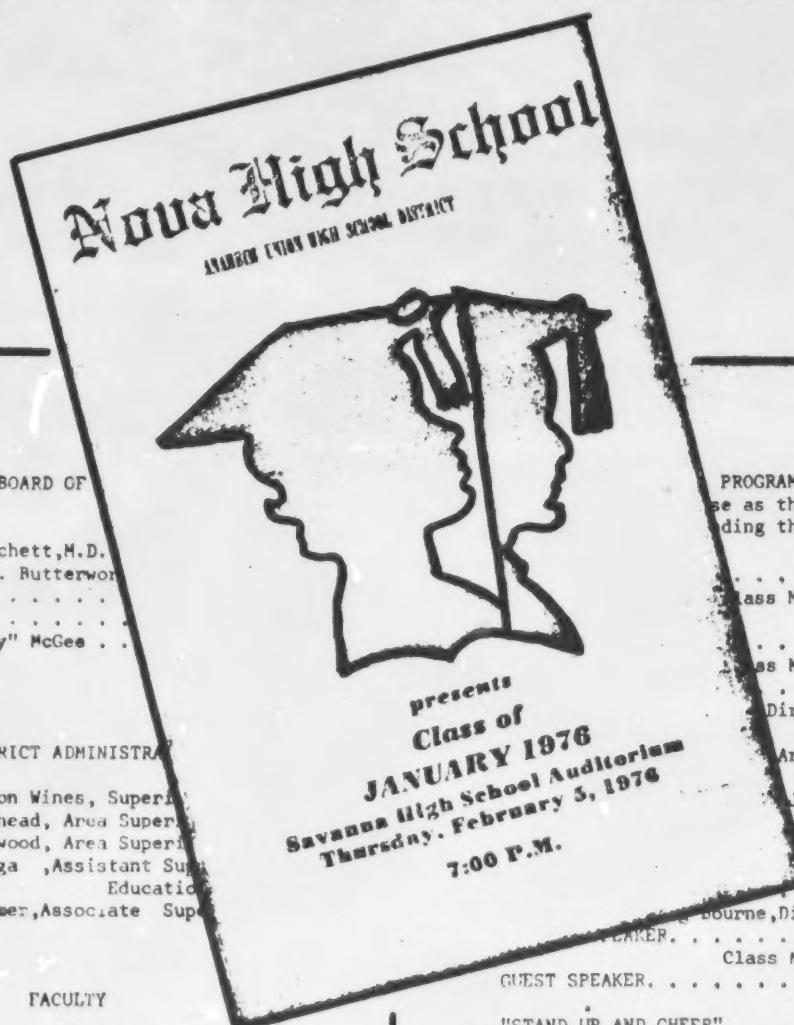
In response to one of the critical resistance factors, as

identified in our research and investigations, we concentrated after the first of 1976 on publishing and printing those public and community media items that would help institutionalize Nova High School as a legitimate member of the establishment of local educational institutions.

At the first Nova commencement exercises in February, a full-scale program with all the traditional program activities, awarding of diplomas, and parents in the audience was attempted and was, by all standards, a successful program, well attended, much appreciated by graduates and friends and was a very positive and heartwarming experience for all participating. (See Figure #6.)

FIGURE # 6

NOVA HIGH SCHOOL'S FIRST CLASS GRADUATION PROGRAM, 1976



BOARD OF

Dean H. Pritchett, M.D.
 Dr. Joseph E. Butterworth
 John Barton
 Robert Bark
 Ms. R.A. "Molly" McGee . .

DISTRICT ADMINISTRATORS

R. Kenton Wines, Superintendent
 Howard C. Laughhead, Area Superintendent
 William J. Fullwood, Area Superintendent
 Leo Arranaga, Assistant Superintendent
 Stanley F. Lattimer, Associate Superintendent

FACULTY

Arthur Bosna, Principal
 Mrs. Patricia McCardle, Counselor

Bettis, Mrs. Kay	*Lugo, Robert
Cavner, Ms. Gayle	Moore, John
Carlson, Joe	Quigley, Michael
Flynn, Dave	*Tilma, James
Frank, Vern	Todd, Ms. Patricia
Hayden, Stan	Valenzuela, Reynaldo
*Hebert, Mrs. Patricia	

* Department Chairmen

PROGRAM

(Please remain seated as the class enters and during through the invocation)

..... Sue Price
 Class Member

..... Mark Adams
 Class Member

..... Madrigal Singers
 Director-Savanna H.S.

Arthur Bosna, Principal

Joseph E. Butterworth
 Clerk, Board of Trustees

..... Frank Bellincola
 Member

..... Madrigal Singers
 Mr. Craig Bourne, Director-Savanna H.S.

..... Terri Perreira
 Class Member

GUEST SPEAKER. R. Kenton Wines
 Superintendent

"STAND UP AND CHEER" Madrigal Singers
 Mr. Craig Bourne, Director, Savanna H.S.

PRESENTATION OF CLASS. Mr. Arthur Bosna, Principal

AWARD OF DIPLOMAS.

Dr. Joseph E. Butterworth R. Kenton Wines
 Clerk, Board of Trustees Superintendent

RECESSIONAL

(Audience please remain seated until graduates have left the auditorium)

To reach a much larger audience, we wrote and front-paged a human interest, institutionalized article for public information in the Board of Trustees Report of the Anaheim Union High School District complete with pictures. This news item "Nova Lights the Night," was published in the March, 1976, issue of this quarterly. Thirty-thousand issues were published and mailed to every home of students in the entire school district. (See Exhibit #7.)

ANAHEIM UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES REPORT

Vol. III, No. 3

March, 1976

A quarterly newsletter to inform and serve the parents and patrons



Nova Lights Night

EMPHASIS ON CONTINUATION

Gilbert Gaining

What do you do with students who are incorrigible or who have social, academic or other problems that make it impossible for them to get that all important diploma from a regular high school?

One solution would be to throw up your hands and cry out that you have done all that was possible and that if the student wants to drop out of school to live in the streets, that's his problem. What the heck, the student brought the problems to the school, not the other way around!

That type of response might have been the rule once, but with greater understanding of the factors which result in social disorder, a new approach is being tried with amazing success.

In the Anaheim Union High School District this new approach, which is really ten years old, takes the form of a continuation high school — Gilbert High School.

The energetic and optimistic director of this last chance for troubled youngsters is the Principal of Gilbert, Ray J. Owens. Owens believes that his school can only be successful if it turns out young people who have learned respect for others, respect for authority, respect for country and, above all, self respect.

"We get down to the gut level around here," he said. "Our approach isn't high flown theory. It's down to earth talk on a one to one basis. We don't run a baby sitting program and our students know it."

To develop this type of atmosphere Owens orients his teachers in the philosophy that when they say something they mean it.

"If a student is threatened with punishment you are not doing that student a favor by not carrying through with the threat," Owens says. "If a student is spotted a mile away by these kids, who have learned how to con with the best of them."

There are between 800 and 1,000 students unaccounted for each year in the Anaheim Union High School District between grades 9 and 12 who simply cannot be traced without adequate manpower. It is strongly suspected that many of these people quietly drop out of school to work full time as bus boys, motel maids, service station attendants, cleanup crews, etc., with the intent of some day completing their education at adult school. Whether these young people ever do is questionable (and it is), it may be delayed a year or two.

Recognizing the varying needs of individual students, the Anaheim Union High School District's evening high school program, Nova High School, is open to all students in grades 10 through 12 who may profit from an alternative school program offered at hours different from those of the regular school day. It is designed in such a way as to allow students to transfer in or out in the same manner as any other school in the district without academic penalty.

Nova's purpose is to provide an alternative high school program in order to reduce the drop-out rate and provide each student with an opportunity to receive a high school diploma under a comprehensive school environment. While the main concern is for those students actually employed, Nova does not prevent other students from enrollment (i.e., the young girl whose parents work during the day and need a babysitter at home with younger children, etc.).

While enrollment is "open," it is the primary intent of Nova to attract dropouts, potential dropouts, habitual truants, students with full-time employment, and students with peculiar home situations for which an evening program would be more responsive to time demands.

The curriculum concentrates on "hands-on" or "doing" activities, but still retains elements essential to the orderly development of skills, knowledge, understandings, and attitudes of students. Community resources are utilized wherever applicable in order to make learning more relevant. Curricular units have been developed in such a manner as to retain concepts taught in the day school program so that curricular integrity and quality may be maintained.

Nova High School turned on its lights September 4, 1975, with an initial enrollment of 75 students. Today that number has swelled to 150 with the first graduating class having just recently left behind their ex-classmates.

Art Bosna, principal of the unique program, considers the recent graduation as one of his most rewarding experiences.

Bosna says, "The 23 students who graduated from Nova High School are the first class to graduate from the program."



CENTRAL LOCATION promotes the learning process.

Now, before Gilbert is some camp for look at the in order.

To be law be low who bert, have have scho to w

"If a student is threatened with punishment you are not doing that student a favor by not carrying through with the threat."

"Phones," he says, "can be spotted a mile away by these kids, who have learned how to con with the best of them."

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"If a student is threatened with punishment you are not doing that student a favor by not carrying through with the threat."

Nova Lights the Night

(Continued from Page 1)

That's 23 kids who now have a better chance to make something of their lives. For the graduates

left Nova and for the ones who will follow, Bosna and his staff have helped force back the darkness of ignorance and illiteracy. They and Nova truly light the night.

MRS. PAT MCCARDLE AND BOB LUGO check applications of new Nova students on Orientation Night.

ART BOSNA, Principal of Nova High School, presents the first graduating class of 1976.

FIGURE # 7

NOVA NEWS STORY MAKES FRONT PAGE

Page 3, Col 1)

Board of Trustees Report
Anaheim Union High School District
181 Crescent Way
Anaheim, California 92801

In an effort to meet the need of many in the community who were asking for some type of hand out or mail out student interest brochure on Nova High School, your author developed and produced a colorful, two-fold, three page Nova information folder. Two thousand of these were printed at nominal cost and immediately filled a need as an information piece and direction map to Nova High School. (See Figure #8.)

FIGURE #8

NOVA HIGH SCHOOL INFORMATION AND REGISTRATION BROCHURE.

(Direction map and registration information on reverse side not shown.)

A NEW STAR!

NEED A GOOD EDUCATION and a HIGH SCHOOL DIPLOMA?

nova HIGH SCHOOL
Lights the Night

Diploma
NOVA HIGH SCHOOL

- 4 Nights a Week
- Work at Your Own Pace
- Personalized Instruction

Are you working...

Are you a night p...

Would you like to e...

a high school diplon...

Are you tired of day school?

Would you like to to attend a small high school?

Do you need individual help?

Want to learn at your own speed?

What are we?

An alternative high school at night. Our educational philosophy rests on the fact we feel some students can achieve a more meaningful and complete education in a different place, at a different time, and for different reasons. Your time may be night time at NOVA High School.

Who are we?

A small complete high school, grades 10, 11 and 12, one of the ten high schools of the Anaheim Union High School District. NOVA High School classes meet from 4:30 p.m. until 9:40 p.m. Monday through Thursday. Our faculty is dedicated to your individualized instructional program and educational success.

Where are we?

NOVA High School is small so that our students and staff can know each other well, working together to develop a warm and friendly learning community. Our address is 301 Gilbert St., Anaheim Telephone: 821-8400.

Community Relations Program

Along with periodic human interest press releases with pictures and development of hand out information literature, another critical resistance area pointed out in our research of early Nova experiences and problems was the need for a planned and programed effort by all interested and involved with Nova High School to provide a community relations program.

We all agreed that following priorities for an effective community relations effort would be started in January of 1976 and be assessed on an ongoing basis and developed into a complete institutionalized program by fall, 1976. This effort to raise the Nova administration and faculty awareness level in this regard has begun and will continue.

Priority Efforts Recommended:

- Establishing a contact with all professional associations and special professional interest groups by those on staff in those fields and volunteer to be on agenda or program to tell the "Nova Story."
- Principal, counselors, and teachers are working with author to develop sound/slide presentation on Nova as an alternative program to be presented as a luncheon club program locally.
- Administration and staff are attending all alternative seminars

and work sessions in Southern California.

- A programmed offer to appear for any traditional high school faculty meeting or parent group is now available.
- A complete information guide complete with index page directory is being developed by the author to complete the institutionalizing of Nova's new public/community relations image.

Avoiding Major Resistance Elements

Like all novelties, the alternative schools have been publicly out of all proportion to their numbers. Some good, some bad; it is within this professional and community area that Nova High School will survive or perish.

Your author is convinced Nova High School as an evening alternative will survive. Its goals are sound and for the most part traditional. Only the traditional day time hours are missing.

Nova faculty, administration, and the author have taken a good look at the opposition and know them. One caution will be followed and that is not to oversell or overkill. Students and program will be treated as serious educational commitments and Nova will not be advocated as a replacement for any existing institution or educational program.

SUMMARY

The purpose of this Maxi II practicum was to address the problem

of educational/community resistance to alternative education. Your author contends this practicum write up represents progress toward the goal as set. Our practicum problem has been dissected and examined. The ongoing success of Nova High School surely is reflecting some of the problem identification and remedial assistance as provided by this problem solving effort.

One of the most important lessons for the author has been that there is room for the alternative school. Not all student needs or desires are being met in the traditional school within daylight hours.

It is also the opinion of the author that some of the resistance problems identified by utilizing of a number of processes including the Delphi Technique will be of valuable assistance to Nova in its survival experience.

Total practicum research and Nova as a successful "new star" including all hard and soft data, assessments and evaluation would tend to support the author's contention that resistance to alternative educational forms does exist. How and when these resistance manifestations are identified, finessed and neutralized or utilized is the key to alternative education success.

Your author hopes in some small way this practicum will help.

CONCLUSION

Rationale

The three major tasks faced by the author, namely research into the question of kinds of resistance to alternative education that exist or are suspected may exist has been accomplished.

The null hypothesis that these resistance factors did indeed exist has shown positive correlation with Nova High School experience to date.

Recommendation

The success of Nova High School to this point in time, indicates a definite, positive relationship between the criteria developed to identify some of these resistance potentials and the remedial recommendation developed by the author and successfully utilized by Nova High School administration and staff.

FOOTNOTES

- 1 Secondary Schools in a Changing Society: This We Believe, p. 1
- 2 NASSP Bulletin: Vol. 57 #374, Sept. 1973, p.23
Alternative or A Copout? Mary Cleare and Roy Nichols
- 3 Alternative Education '72: Report of the Seattle
Alternative Education Task Force, p. 30
- 4 Philadelphia's Parkway Program: An Evaluation
Organization for Social and Technical Innovations,
83 Rogers Street, Cambridge, Massachusetts,
April 3, 1972, p. 73.

PRACTICUM OBSERVERS

Arthur Bosna

Principal
Nova High School
301 North Gilbert
Anaheim CA 92801
(714) 821-8400

Patricia McCardle

Counselor
Nova High School
301 North Gilbert
Anaheim CA 92801
(714) 821-8400

Mary McLean, Ed. D

Psychologist
Special Youth Services
Anaheim Union High School District
P.O. Box 3520
Anaheim CA 92803

AUTHOR

Jack E. Brown. presently the Director of Instructional Media for the Anaheim Union High School District, Anaheim, California. Mr. Brown has been a classroom teacher, school counselor, assistant principal, principal, district curriculum consultant, A-V coordinator and director of all media services for a secondary school system of thirty-eight thousand junior and senior high school students in twenty-six schools.

NOVA HIGH SCHOOL
(Evening High School)

ANAHEIM UNION HIGH SCHOOL DISTRICT

301 North Gilbert Street

Anaheim, California 92801

(714) 821-8400



The Learning
Climate

ARTHUR BOSNA, *principal*

April 29, 1976

Sam O. Kaylin, Practicums Department
National Education Department Program
Nova University
College Avenue
Fort Lauderdale FL 33314

Re: Maxi II practicum observation of Nova candidate, Jack E. Brown,
Los Angeles Cluster

Dear Mr. Kaylin:

As requested in your Maxi Practicum Observer instructions, I am taking this opportunity to communicate with you to advise your office that I have observed and monitored the practicum candidate on many occasions over the past months.

In my professional review of Mr. Brown's efforts and recommendations, I feel he has most adequately addressed the education problem and, in fact, has gone beyond his maxi obligation to assist Nova Night High School in this critical first year. I am also certain that the candidate's contributions will have many lasting benefits for Nova in terms of many institutional materials developed.

As information, Nova High School is growing and hopefully will survive as an alternative school. This practicum observer role has been interesting, and I wish this candidate the best in his degree effort.

Sincerely,

Arthur Bosna, Principal
Nova High School

AB:dp

cc: Jack E. Brown

Anaheim Union High School District

501 Crescent Way • Post Office Box 3520 • Anaheim, California 92803 • (714) 956-6850



The Learning
Climate

SPECIAL YOUTH SERVICES

May 3, 1976

Sam O. Kaylin
Practicums Department
National Education Department Program
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

The time has come to report to Nova on the progress of what I consider a worthy project by one of your Maxi candidates, Jack E. Brown. It has been my pleasure to observe Mr. Brown on several occasions, both as he participated in early subject research, program development footwork, and recording and write-up phases, and now with the Maxi II practicum.

I have been keenly aware of the efforts and contributions of this candidate in the initial success of the night high school efforts and in the establishment of night instruction in the Anaheim Union High School District.

The problem component chosen by the author was unique in nature, and he worked hard to establish facts, provide some solution as proposed and developed by them, and has been instrumental in assisting the Anaheim Union High School District to financially and philosophically support a full night high school program in this school district, Nova High School.

In my opinion, this practicum is a worthy professional effort which has already shown signs of improving our educational system. I would be happy to discuss my positive experiences with this candidate if you feel it necessary. Please do not hesitate to call.

Sincerely, yours,

Mary McLean, Ed.D.
District Psychologist

cc: Jack E. Brown

NOVA HIGH SCHOOL
(Evening High School)

ANAHEIM UNION HIGH SCHOOL DISTRICT

301 North Gilbert Street

Anaheim, California 92801

(714) 821-8400



The Learning
Climate

ARTHUR BOSNA, *principal*

April 30, 1976

Sam O. Kaylin, Practicums Department
National Education Department Program
Nova University
College Avenue
Fort Lauderdale FL 33314

Dear Mr. Kaylin:

I have on many occasions met with Mr. Brown as he worked over the past year in assisting Nova High School and also pursue his Maxi II practicum research. He has accomplished what I consider to be a significant effort in aiding all our efforts to establish Nova High School.

I consider Mr. Brown's practicum efforts both for Nova High School and the alternative school movement to be worthy and practical. Many of his efforts have been of a problem solving nature with development of procedures and public relations media which has practically and significantly aided Nova in its formative months.

We at Nova High School feel this Maxi II was a logical and contributing extension of Mr. Brown's Maxi I efforts and was a positive effort contributing to Nova High Schools' success to date.

I wish Mr. Brown success in this Maxi II effort, and feel sure his commitment to Nova High School as an alternative school will not end with the practicum. I have enjoyed being a part of this practicum and would be happy to discuss if necessary.

Sincerely,

Pat McCardle, Counselor
Nova High School

PM:mb

cc: Jack E. Brown